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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

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Editorials

"The Heavens Declare the Glory"

OF ALL the wonderful revelations of nature and science none has impressed us like the observations of the eclipse at Niuafou Island recently, and it is not any of the wonderful revelations of the sixty-three-foot tower camera, or of the sixty-five-foot horizontal camera, nor of the spectroscope, but the fact that they had prophesied within two seconds the time when the sun, earth, and moon would be passing through space as viewed from a part of the world where no eclipse had ever been observed before.

The earth automatically determines where the moon will be circling at any given second. The sun automatically determines where the earth will be circling at any given time, and this universe in its entirety will determine where the sun will be at any given second, and there are several other universes that will determine where their moons will be at any given second.

How it is possible for my neighbor in Cambridge, Massachusetts, Harlow Shapley, to have known within two seconds the relation of the whirling moon, the whirling earth, the whirling sun, the whirling universe in the midst of all of the whirling universes at Niuafou Island in the South Seas on a given day in October, 1930, is beyond our imagination.

It gives me profound admiration for the Scriptures that a devout worshiper of Jehovah wrote several thousand years ago that "the heavens declare the glory of God."

A Decade of Progress

THERE is scarcely a day passes that we do not personally emphasize the wonderful progress of the present decade scientifically, industrially and commercially, but we have had no illustration quite as effective as the fact that the first attempt to broadcast any information was on November 2, 1920, when a few persons in Pittsburgh, Pennsylvania, each with an ear-phone and a crystal receiving set, made themslves think that they were getting in a broken way, the news that

Warren G. Harding was elected to the Presidency.

Today there are 200,000 persons employed in the broadcasting business. There are fifty million persons receiving messages in the United States, and there is a thousand million dollars in use in connection with a business that was not functioning on November 1, 1920.

And this is characteristic of the revelation and creation of this decade.

Education must have kept this pace.

The character education project of Connecticut of Mrs. Ruth White Colton, which the School of Education of Yale University has been promoting and which has been financed privately until now, has been officially adopted as a regular division of the State Board of Education and will be financed by the state for at least five years.

Secretary Gordon of Maine

ADELBERT W. GORDON, of the State Department of Education of Maine, completes ten years' remarkable service as executive secretary of the Maine State Association of Education. As the fruit of his leadership the memberships in the State Association and in the National Education Association have doubled, and the state leads in the membership in proportion to the number of teachers in the state.

The highest feature of Mr. Gordon's achievement is the fact that the present enrollment of nearly 7,000 represents a keen desire to belong to the Maine State Association and the National Education Association instead of being the result of intensive secretarial promotion.

As a result the treasury is flush, and Mr. Gordon's expenses to the Los Angeles meeting will be paid, and nearly $2,000 will be available for the expenses of delegates to the Los Angeles meeting, and to the meeting of the Department of Superintendence in Detroit. There is also generous provision for state headquarters at both meetings for the first time in recognition of the appreciation that the largest education association in the world will demonstrate in the unanimous choice of Miss Florence M. Hale as president of the National Education Association.

Hugh Walpole, the English novelist, attracts attention by saying there are only six books of literary value: "War and Peace," by Tolstoy; "The Iliad," Homer; "Pride and Prejudice," Jane Austen; the first volume of Keats' poetry; "Arabia Deserta," Doughty; "Canterbury Tales," Chaucer.

A Chicago Banquet

ONE of the most remarkable city education banquets was the annual banquet of the Teachers Union of Chicago, on October 25, 1930, an occasion on which nearly three thousand school people of the city paid three dollars each for a sumptuous dinner in the Stevens Hotel banquet hall, the largest hotel banquet hall in the New World.

It was literally a "union" affair of the Chicago Federation of Teachers, James A. Meade, president; the Federation of Women High School Teachers, Lucie H. Schacht, president; the Elementary Teachers Union, Agnes B. Clohesy, president; and the Board of Education Playground Teachers Union, Kate A. Krauel, president. Louis L. Emmerson, governor of Illinois, made the principal address of the occasion on "Taxation in Illinois," a question in which the people of Chicago are especially interested, and most of all, perhaps, the teachers of Illinois.

The other principal speakers were Louis E. Myers, president of the Board of Education; Victor A. Olander, secretary of the Illinois State Federation of Labor; and William J. Bogan, superintendent of the Chicago public schools.

Each speaker took an heroic stand for some present-day problem of education which he is sponsoring. It was a brilliant occasion in every way, and the suggestions were as vital as their presentation was attractive.

Co-operative Education

THE State Department of Virginia says there are 1,642 school-community welfare groups with a paying membership of 62,000 men and women.

Last year 937 of these units improved school conditions in their communities; 857 provided for more wholesome social and recreational facilities. Health and sanitary conditions were improved by 848 units, and welfare work was done by 761 organizations.

Each of the 1,642 groups of welfare workers has created a fund for the promotion of its work.

That is a noble achievement.

Education and Community Life

A SERIOUS and vital problem is the education of the community. The community is to be responsible for the stability of civilization.

The public school is the community's school, and American education can be no better than the sum total of American communities.

We recently heard an address by A. P. Eberlin of Evansville, Indiana, secretary and manager of the Chamber of Commerce, which was most heartening. It is the spirit of business such as he voiced that will do more for community education than anything that can be said by a professional educator.

We are using part of that address in this issue.

Dr. Weglein of Baltimore

By ALBERT E. WINSHIP

IN THE last five years Baltimore has created more professional personality than has any other city in any five years.

Any city of importance has as distinct characteristics as has any person. Baltimore, 1925 to 1930, is as unlike any other city as Charles A. Lindbergh is unlike any other man.

Most cities, like most persons, have been many years in the development of their distinctive characteristics, but the Baltimore of today has attained its professional personality as intensively as has Colonel Lindbergh.

No one has known the personality and individuality of American cities for half a century as I have. Partly because of my opportunity but more because of the mental attitude in estimating the characteristics of individuals and of people in mass activity.

There is a tendency to make an ado over the fact that I have lived eighty-five years, and am still reasonably active physically and mentally. To me that has little significance. I am chiefly interested in the use I have made of my years and opportunities.

I have known Baltimore educationally more than sixty years, and I have been interested in its personality much of that time, and some of the time its individuality was no concern of mine.

Individuality is never worth any of my attention. Individuality is always in-di-vide-a-bility. It is always trying to prove that it is not like somebody or something else. It is always fighting somebody or something, is always more or less nasty, is always controlled by a more or less mischievous or malicious spirit.

Personality is always concerned with what it is and with what it does, and wastes no time on the other fellow.

Baltimore's last five years have demonstrated a wonderful professional personality, and the credit is largely given to David E. Weglein and Florence E. Bamberger, for they have professionalized the personality. They are the result rather than the cause.

It takes many causes to achieve such a result as rescued Baltimore education from the individual political fisticrafts of several years and created the cleanest, sanest professional personality in the country.

Johns Hopkins was the only scientific university that would have had an everyday schoolmaster and an everyday schoolma'am on its professional faculty as its regular classroom inspiration, and no other city in America would have had its professional creation directed and inspired by a man purely local and a woman purely local as Dr. David E. Weglein and Dr. Florence E. Bamberger were five years ago.

And no other city superintendent would have continued to give professional lectures regularly for five years as David E. Weglein does, and no other woman public school teacher has ever been promoted, quietly, without any campaigning, into the directorship of the Department of Education of one of the most scientific universities of America.

One feature of this professional personality is the fact that it was as natural for Joseph S. Ames to become president of Johns Hopkins University when a vacancy occurred as for fruit to ripen when conditions are right.

One of the joys of my many years was to be present on November 5 when loyal and devoted teaching forces, all vitalizing civic, social and professional organizations of the city, sang praises of the mayor, of the city board of education that had created the conditions which have made Baltimore a professional leader under the magic leadership of Dr. Weglein, who gives praise to every one for the glory that has come to him.

Uplift

By G. E. DILLE

Superintendent, Chillicothe, Missouri

One windy day I chanced to meet a lad
Who gripped within his hands a slender cord
Of fine-spun silk, which disappeared in air.
I said, "My boy, why stand and hold a string?"
"I fly a kite!" he shouted. "Feel this cord!"
The kite was far away and out of sight.
Although I could not see its form in air,
I felt the pull, and knew that it was there.

And so it is with power from on high.
To some it seems remote and far away;
It is unseen, but none the less a force.
We grip the cord of faith; it lifts us up
To heights beyond—above the commonplace.
We feel the pull, and know that it is there.

Belding's Page

The Child Vs. Children

A GREAT deal is said about "the child" by people who have very little understanding of or affection for children.

Pure intellect, mixed with pseudo-sentiment about childhood, never made a great teacher and never will make one. Even the value of a researcher in education is open to doubt unless he or she possess some insight into the minds and hearts of real flesh and blood specimens—the youngsters and the youths who are to be helped through education toward a fuller realization of themselves.

One reason women are so useful in education is their natural liking for children.

You are warranted in eyeing with suspicion the educator, however eminent, who visits your home and theorizes incessantly about the instruction of the child, but who fails to notice the children seated next him at the dinner table.

The Master Teacher did not content himself with sententious utterances about the child. He took little children into his arms and blessed them. He suggested that grownups have something to learn from them. Only in recent years has education turned wholeheartedly to learning from children how to teach children.

The Crime of Cheating

IN CONEY ISLAND court, New York, a high school boy of seventeen has been arraigned on a charge of cheating in an examination. It is a strange matter to be coming into court. But New York has an education law which must be tested.

The accused boy is supposed to have hired another boy, a graduate of the school, to substitute for him in taking a Spanish examination. The police are looking for this other boy.

One view long held by school authorities has been that he who cheats in an examination cheats himself more than he does anybody else. In an important sense this is true. Too many pupils have the erroneous notion that if they can make the instructor think they know, that is all that's necessary.

But examination marks have attained a certain market value. At least a high school diploma is supposed to be worth something, and if a boy can't win one by fair means he may employ foul means to do so. If he is successful, he does injury to others who have earned their diplomas honestly. Hence the matter may really belong in the courts, where New York is attempting to put it.

Educators themselves are perhaps at fault, for ever having allowed students to get the impression that the passing of tests is the prime objective. Something about the recitation—the whole question and answer method—has put a premium upon seeming to know, and has challenged youthful minds to strive much harder, ofttimes, to deceive the teacher than would have been necessary to master the lesson.

Cheating in examinations will continue for a long time to be a problem mainly resting upon the schools for its solution. It will be part of the educational task to make the great majority of pupils realize that the chief value of a test is in what it tells the person himself about his own strength and weakness.

Tomorrow's Leaders

HAS education diluted its product in passing it around to so many individuals?

A survey just completed for the White House Conference on Child Health and Protection indicates that there are approximately a million and a half children of superior intelligence in the public and private schools of America. These constitute six per cent. of the school population. And nearly all of them—all but 4,000, in fact—are grouped in the same classes with children of average and below-average mentalities.

Some teachers succeed admirably in fitting their instruction to pupils of widely variant abilities. But the democratizing of the schools has created a serious problem, in the necessity it imposes upon the more brilliant children to mark time and lose much of their innate keenness, while waiting for ideas to penetrate slower minds in the same classroom.

Separate classes for the foremost as well as for the hindmost students may not be the ultimate answer to the problem. Segregation has its disadvantages. The knowledge of this truth perhaps accounts in some measure for the slowness with which segregation for the brighter children has been put into effect. Or is it that the bright child has been regarded as able to shift for himself, while the dull child needed whatever special attention could be afforded?

The best possible training should be given to the potential leaders of tomorrow. An enriched curriculum, in special classes or the same classes, ought somehow to be arranged. The brighter children may be no more deserving than others, on their own accounts, but society needs to derive the utmost value from them.

Anson W. Belding

Associate Editor.

Seattle's Trade Training Flexible

By S. E. FLEMING

Assistant Superintendent, Seattle, Washington

The newly opened Thomas A. Edison Vocational School marks the culmination of a period of development. Seattle considers the needs of local industry in deciding what trade courses to offer.

THE Edison Vocational School, opening in September as a part of the Seattle public schools, was the answer to a demand that had been accumulating in force for several years. It was also the natural outcome of lines of development over a like period of years

The Seattle schools early recognized the merit of the movement for the introduction of courses dealing with the materials and processes of industrial life. The industrial arts are represented in the curriculum by a variety of courses in shop and drafting, the scope widening as the schools adventured into new fields. First, wood working was offered, then metal working, followed by electrical mechanics, auto mechanics, and finally by aeronautics. The elementary principles of drafting first essayed have expanded into a variety of applications in machine and architectural drawing.

The holding power of these courses was also recognized. The vocational bearing was perhaps less understood in the initial stages. The courses were justified at that time and probably are best justified now as a part of general education. They are, however, serving excellently a pre-vocational purpose.

Practical arts for girls took the usual form of training for home making and in arts and crafts. These appeared to accomplish for girls the ends served for boys by industrial arts.

Another step was taken in the direction of strictly vocational courses when the age and grade for compulsory school attendance was raised to eighteen, or high-school graduation, and a part-time school established to provide four hours of instruction per week for boys and girls of school age excused from attendance at the regular schools for employment. It soon became apparent that in this older age group were many boys and girls that could not be served adequately by even the practical arts courses of the regular school.

The evening schools pointed the way to types of school courses having definite vocational objectives. Trade preparatory and trade extension courses were set up in the evening schools to meet a variety of needs. These courses for adults provided models of courses for young men and women who by reason of employment had the same educational needs as adults.

The guidance movement, both in vocational and in educational aspects, served in no small way to emphasize the need for a vocational school. When the school undertook the guidance of all young people, those not college bound or even not high-school graduation bound, as well as those with college entrance and graduation objectives, the conviction deepened. The establishment of a placement service made patent an enlarged responsibility of the school, not only toward young people but toward community occupational activities.

To sum it up then, the Edison Vocational School is the logical outcome of a movement beginning in practical arts education followed by the extension of compulsory school attendance to a higher age level, and the establishment of a part-time school, vocational guidance, placement, and evening school trade courses.

The Edison Vocational School has made only a beginning. It offers courses in drafting, auto mechanics, spotting and pressing, tailoring, electrical mechanics, power sewing machine operation, and beauty parlor drafts. These courses were determined upon as the result of a survey which discovered a reasonable vocational outlet locally in these lines. Other courses will be added as further studies point the way to profitable fields.

It is the intention to have the program of the school exceedingly flexible. This is to be observed in respect to the courses which are to be offered. No particular course will be continued after it becomes apparent that there is no demand for trained workers in that occupation. The part of the building devoted to the shop or laboratory phases of instruction has portable partitions only. The building may be remodeled at any time to allow for adjustments.

This is essential in an industrial age where changes occur so suddenly. No one is wise enough to foresee an invention in the future comparable in its far-reaching effects—for instance—to the gas engine a decade or so ago.

A recent experience with a vocational millinery course reinforced our conviction that a vocational school should not be static. We offered this course to train a group of upper-class high-school girls for trimmers in the millinery trade. The course was very successful. We had no difficulty in securing well-qualified girls for the class. The

trade absorbed the girls in employment as fast as they could be trained. Over night, as it were, styles changed. Fashion decreed that women should wear tailored hats in place of trimmed hats. A demand for power sewing machine operators replaced the demand for trimmers. Accordingly, the class for trimmers was closed and a course for power sewing machine operators was opened.

In another respect, too, the program of the school is to be flexible. There will be no specific time requirements for completion of courses. Pupils may attend as they can, full time in the day, part time in the day, or in the evening. The work is organized on a unit basis so that any course may be completed when the requisite units have been mastered. At present, the school is operated eight hours each day, five days per week, and four evenings per week.

The enrollment in the school is selective. This is not, however, on a grade level or an intelligence quotient basis necessarily. It undertakes to consider all factors tending to determine personal fitness for the crafts being taught. In this the school proceeds on the theory that personal qualifications as well as training are essential for success in any occupation.

As part of the program of guidance a limited opportunity will be given for pupils to sample various courses on a prevocational basis. These opportunities will be open largely to pupils of the part-time school.

The Edison Vocational School has a very definite tie-up with the industries it serves. Committees from the various crafts act in a co-operative capacity with the school authorities in directing the program of the school. The instructors are tradesmen and tradeswomen, having the confidence of the rank and file of the trades for which they train.

The response to the program of the school is very encouraging. With the first publicity, requests for information began to come in from prospective students. The courses have attracted a high type of personnel, including a fair number of high-school graduates.

The Creative Teacher

By G. S. HANSEN
Superintendent, Safford, Arizona

EVERY field of production is faced with two definite problems, i.e., to produce the particular product and the more difficult one of how to produce the product with the maximum of efficiency, that is to eliminate wasteful methods and procedure to as great an extent as is compatible with desirable production.

In education our efficiency is determined by the social return resulting from certain expenditures of time, energy and money. Small social returns result from inefficiency while large social returns are possible with the most effective use of the time, energy, and money necessary to carry out a desirable educational and social program. We are concerned with more than the mere achievement of stated objectives. The matter of conservation of effort and time and money in the achievement of these ends needs serious consideration.

The problem of producing social achievement economically and effectively is largely one with which the individual teacher has to deal, and the most desirable teacher is the one who is best able to perform the most effective type of work with the greatest degree of efficiency. Children are human beings, and the school exists for the purpose of increasing their social values. The school should do more than merely impart certain knowledge which is thought necessary for our modern life; it should do more than develop a few aggressive or fortunate boys and girls into the great geniuses; it should do more than fix certain dogmatic beliefs of social relationships.

The school is not intended to train boys and girls to follow certain social doctrines blindly but to develop them so that they may do things they never had expected to do, to build a creative and an investigating spirit which is the spirit of democracy. A function of education is development, not giving; it is fitting the individual to become a dynamic force in a growing democratic society. The public school was created to perform these functions.

A different type of teacher from the indoctrinating teacher is necessary for such work. This teacher does more than transmit ideas and develop certain modes of social conduct. This teacher shall create, shall inspire, encourage and develop pupils who dare to reach out and question principles dogmatically brought forth. Though the past survives through the teacher, so shall the future be brought into being through the creative inspiration of the teacher.

The newer conception of learning is cognizant that activity is not all that is necessary in the development of social efficiency. More than directed activity is necessary to develop the type of citizen a democracy needs. Mere directed activity which fixes dogmatically ideas and forms of behavior has no place except in social institutions whose devotees follow blindly the

forms and dogma presented. The creative teacher encourages the investigation of problems and assists in directing the activities to success. It is the successes that create and develop efficient social attitudes, and unless success results, the effort expended has largely been wasted.

The child who has developed habits of success, who is expectant of success, and who is happy in his achievement is a social as well as economic asset. The child who is unhappy because of repeated failure, who is measured by standards of achievement other than his ability, who has developed the habit of failure, is a liability, and the school and society are concerned which the child shall be.

Dr. Charles R. Mann states that education is a self active process by which an individual reconstructs his own experience so as to add to its meaning to him and to increase his own power to direct intelligently the course of his future experiences.

Creative teaching leads to progress which in the sense as we would have it leads to constructive endeavor. To fail this leads us to destruction and disintegration. We must progress or retrograde, either is inevitable, and the creative teacher aids the child to make the right choice. She values truth, seeking it always, guiding the investigating mind of the child to the establishment of old truths and the development of new. This teacher gives the most valuable thing he possesses in carrying out work and to this extent possesses a degree of selfishness not common. He gives that he may receive. For him teaching is life rather than a career, and he gives that he may have life and have it more abundantly.

Greensboro Schools Win Hearty Support

By G. B. PHILLIPS

Superintendent, Greensboro, North Carolina

What can be accomplished when schools and community work together for the good of tomorrow's citizens, is here vividly shown. A farsighted building policy has fringed the city with schools having spacious grounds. Yet the emphasis is upon improved instruction.

IN 1927 Greensboro voted $2,300,000 in bonds for building purposes. The school system at that time had become rather congested because of a rapid increase in enrollment. The immediate purpose of this bond issue was to erect a senior high school for white children, a senior high school for the negroes, one junior high school, and several elementary units. This building program was arrived at following a building survey which was made indicating the proper lines of development with reference to population trends and present school locations. The location of the new units resulted in a very fine situation for the local community. At the present time there is surrounding the city of Greensboro a ring of schools that will serve a population of at least twice the present size of Greensboro without a demand for increased space from the standpoint of land or from the standpoint of the general units of the buildings where auditoriums and heating plants have already been installed. At the present time some of these buildings are rather distant from the centre of the city, but the location of these buildings indicates a very forward-looking point of view on the part of the local school board in preparing for the future.

It is interesting to note that at the present time the Greensboro School District owns approximately 565 acres of land in its various school plants. Some of the most notable examples of school grounds are as follows: Senior White High School—128 acres, partly wooded and partly open spaces; Senior Negro High School—80 acres with beautiful woodland and several open acres; Gillespie Park Junior High School—65 acres, well located on one of the main thoroughfares entering the city; Lindley Elementary School—30 acres; Clara J. Peck Elementary School—30 acres; Thomas A. Hunter Elementary School—30 acres. These are the plants which were erected with money provided by the bond issue. Other schools of the city carry large acreage in their plants. With the exception of one central school all plants have at least four or five acres. As indicated above, the bond issue was spent in the erection of buildings on spacious grounds. A certain amount of this money was spent in making additions and in remodeling some of the older plants to bring them up to as nearly a modern standard condition as possible. The grounds have been beautified as rapidly as possible under a trained landscape engineer.

The Greater Greensboro School District embraces a great deal more territory than that included in the city limits. The district was created by a special act of the Legislature in 1927. Several outlying small school units have been abandoned and transportation provided for the students to the

central school units. Enrollment for the school system for 1929-30 was 10,375. This enrollment has doubled since 1925. This indicates some of the problems involved in trying to bring the school district up to standard with respect to buildings. The program just completed, however, has brought this about.

The present emphasis in the Greensboro system is being placed upon the improvement of instruction because, after all, that is the test of a successful system. It is interesting to note that fifty per cent. of all teachers employed by Greensboro attended higher institutions for special study during the summer of 1930. About fifteen per cent. of the remaining teachers spent the summer in a travel program further preparing themselves for teaching. The certificate rating of the local school system is being rapidly raised.

Under the present administration beginning with the school term of 1930 the system has been reorganized so as to begin to function on the plan of supervising principals in the elementary schools rather than under the plan of having subject and special supervisors with only the administrative principals. During the past summer the principals who are now in charge of these units were all engaged in active study looking toward their new duties. Teachers are being led to carry on the entire teaching load in the elementary schools rather than the pigeonhole type which provides for a special teacher of many subjects. The local teachers are responding generously to this challenge of teaching children in all of their learning activities rather than teaching subjects to many children in a checker-board type of organization. Special study groups are being organized in all fields in the elementary schools as rapidly as the situation makes it wise to do so. The enthusiasm with which the teachers have undertaken this revised and more challenging program has been very encouraging to the officials of the school system. Many of them during the past summer have made special efforts to prepare themselves to do a task which formerly was done by a special teacher.

Three Junior High Schools operating for the second year under such a plan are gradually enlarging the opportunities for the exploration on the part of students and are continuing to develop the attitude of mind on the part of teachers that will lead them in guiding students of this age to a solution of their peculiar problems. Teachers are gradually recognizing the fact that a junior high school organization is much more than simply an administrative arrangement with regard to grades and subject matter usually for a purpose of relieving congested conditions. Activities in this organization are being developed around the junior high school boy and girl. Progress is being made.

The Senior High School receiving for the first time a promoted group from the Junior High Schools of the city has taken as its task the adjustment of the conventional high school curriculum to meet the needs of this new group of four hundred students who have been through junior high school activities for a period. These students have been placed in one separate unit of the plant and will work in one field in a two-hour period rather than the usual fifty or sixty-minute high school period. The high school offerings for this group are being grouped around three major divisions. The units of work are being developed which will offer the required subject matter to meet certain technical graduation and college requirements with the hope that soon colleges will recognize pupil development rather than mere credit. This experiment will be carefully planned and checked for results in character and habit formation. The spirit which the high school teachers interested in this particular problem have shown has been encouraging in this day of much discussion about standards which are to be met in a high school.

The program of industrial education covering subjects in the regular school day and many special offerings in what is called part time and night school work is receiving a great deal of emphasis. The community generally is becoming vitally interested in this phase of education which is being really stressed for the first time this year. The motto of the Greensboro public schools along this line is something as follows: The public schools will serve every community group that needs and allows service, whether it is in day time or in night time. The response is very generous.

The public information program of the school system provides for a monthly journal which is delivered to every home in the city. This contains pertinent information about education and its local applications. The superintendent has as a member of his staff a person who gives part time to the preparation of this public information. All news material for the press, which is very sympathetic in its attitude toward the school program, passes through his hands. Under his supervision also comes the program of visual education. The school owns its cine kodak, which is being used in building up a library of films picturing school activities. At the present time an extensive picture of all health service in the city schools is being filmed. This will be used in meetings before civic clubs and before P. T. A. groups of the community.

Attention is being called to the fact that education in Greensboro is very definitely and gradually costing less and less while an increase in the efficiency of the business and instrumental phases of the program can be pointed out. The per capita operating cost of education in Greensboro for 1925 was $82.64. For 1928 it was $72.63. For 1929 it was $63.64. For 1930 the budget calls for $60.58. This is considerably less than the national

average for cities in the class of Greensboro. The Greensboro School Board is attempting to show that schools can be operated on a business basis at a reasonable cost and not influence the product in an unfavorable manner.

For future expansion Greensboro is looking forward to a junior college to cap its public educational program. The site is being considered in connection with the senior high school which, as indicated before, has 128 acres in its campus. A beautiful section of this has been set aside as a location for the junior college which ought to be the next step for the local school system.

One other progressive step which the Greensboro school system has undertaken is that of carrying on the recreational program of the city. It happens that the strategic points of the playground and recreational activities are all owned by the school board. It seems only natural that these plants should be operated during the summer under the direction of the school board as a leader in recreational and leisure-time activities. The school board this spring adopted the general policy of conducting under its general organization the recreational and leisure-time activities for the city of Greensboro. The city governmental unit is interested in this and anticipates making an appropriation for this purpose.

Education and Community Life

By A. P. EBERLIN

Secretary and Manager, Chamber of Commerce,
Evansville, Indiana

EDUCATION today touches community life at so many points that there is need for close co-operation between the school and other agencies.

There is probably no greater problem in American education than that of promoting a proper participation of the citizens in educational affairs. Many problem cases in school cease to be problems when the home and the school learn to co-operate.

In view of the present emphasis upon education for social efficiency there is need for participation on the part of many citizens who are leaders in activities. The business man, the librarian, the director of the museum, the manager of the industrial plant, the lawyer, the officials of the city government, and scores of other community leaders bear a special relation to community welfare.

The rank and file of citizens must be aroused to a keen interest in the educational welfare of their children. Their interest and co-operation are of special importance to the classroom teacher.

It is essential, however, that the functions of the citizen in his participation in educational activities be clearly defined. As a layman, his chief function in the promotion of education is concerned with the determination of educational policy. In a democracy a sound educational policy in any community is obviously conditioned, in large measure, by the intelligence of a majority of the citizens of that community. It is necessary, therefore, that opportunities for the education of the citizens of a community with reference to educational needs be provided.

Varied contacts with the schools and other agencies interested in education must be afforded to every citizen. Opportunities for service and leadership in educational matters are fundamental to such citizenship training.

A second function which the layman must perform is that of providing for the support of education. The adequacy of such support is also conditioned by the citizen's appreciation of educational values.

A third function of the layman is the development of public opinion favorable to education. That is, perhaps, the most significant function the average citizen can perform. The character of the educational policy and the adequacy of support for education in any community are both ultimately determined by public opinion.

The most hopeful sign in public education is the increasing interest communities are taking in the school plant. The school buildings and grounds in some communities are being used for all kinds of civic, religious, political, and general social activities. The average citizen is beginning to speak of *our* school, not merely *the* school. Such an attitude and feeling of ownership on the part of the citizen represents a long stride in the democratization of education.

Education today is the largest public enterprise in the United States and the country's most important business. More money is invested in the physical plants of education than in any other public undertaking. The public-school property of the country has a valuation of nearly seven billions, and several hundred millions are required annually for school buildings. More money is annually spent by the towns, cities, counties, and states for school support than for any other public cause. Approximately three billions were pro-

vided for this purpose in 1928. Viewed also from the number of people engaged in it, the colossal proportions of public education are apparent. There are nearly a million teachers, and nearly twenty-nine million pupils enrolled in the various types of schools.

If to these are added the thousands of school board members, janitors, and other employees of the schools, those engaged in preparing schoolbooks, school furniture, school apparatus, and other school supplies, and those engaged in the designing and construction of schoolhouses, two persons out of every seven in the United States are giving practically all their time to this large business.

The schoolmaster is the pathfinder to civilization. As humanity has climbed higher and higher toward its goal, new trails have been blazed by the great teachers. No other profession can point to greater service to humanity and none can point to greater leaders.

Education is the torch light of progress. Educators are torchbearers. They lead the way, and to them is due the credit for advancement and progress in the business, social and economic life of our country.

Adults Hear School Bell

By J. L. McBRIEN

Central State Teachers' College, Edmond, Oklahoma

ADULT education is as old as civilization itself. The enrichment of adult life through instruction by lectures is the oldest method of education. It was the method used by Socrates, Xenophon, Plato, and Aristotle in the education of the ancient Greeks, and by Cicero, Seneca, Quintilian and Plutarch among the old Romans.

The great festivals of the Greeks exerted a wholesome influence on Grecian life. The great ideal in all of these festivals was to develop a beautiful body and a beautful mind in every adult life.

We are now facing the greatest revival in adult education in the history of the world. Hundreds of universities, colleges, normal schools, boards of education, parent-teacher associations, civic organizations, fraternal orders, federated women's clubs, church societies and other educational bodies are doing worthwhile things in adult and parental education through their extension service, correspondence study and lecture courses. It is conservative to say that millions of men and women are having their lives enriched today through all these agencies in ever increasing numbers and efficiency.

A concrete example of the great things being done in the enrichment of adult life is found in the story of the Denver Opportunity School, that has attracted not only national but international attention. It is the purpose of this school to make it easy for the youth or adult who for any reason wants to learn *anything* to have an opportunity to learn *that thing*.

There are four states that deserve special mention for their outstanding achievements in adult education. California through her county free public libraries, Massachusetts through her statewide system of extension education; Louisiana and Georgia in their illiteracy crusade.

If there ever was a time when education was the chief defence of nations that time is now. If there ever was a time when education was better than forts and guns, arsenals and navies, that time is now. If there ever was a time when the more a nation pays for the education of its people the richer and the more powerful it will become, that time is now. If there ever was a time when we must educate or perish, that time is now.

Why

We have kindly thoughts for the stranger,
And smiles for the oft-time guest;
But for our own the bitter tone.
Tho' we love our own the best.
For them our lips show curves impatient,
And our brows the look of scorn—
'Twere a bitter fate were the night too late
To undo the work of the morn.
For many go forth in the morning
Who never come home at night,
And hearts have broken for harsh words spoken
That sorrow can never make right.

—Royal Arcanum Bulletin.

Teachers Cause Failure or Success

By ARTHUR DEAN

Dean Charles H. Judd of the School of Education, University of Chicago, believes that failures among students in educational institutions are due oftentimes to the gross inefficiency of teaching methods rather than to the incapacity of youth to learn.

One of the friends of this page tells me that he owes his success in life to the fact that one of his teachers left while he was in her class, and the substitute was so good that he immediately became interested in English and writing.

The other day I bought some flowers at a roadstand. The zinnias, dahlias and gladioli were unusually attractive in coloring. I saw a master gardener at work. Among other things he said: "You know I never cared about school — I hated it. I was no good in school. But I just happened to take botany and then I woke up. I shall never forget what that teacher did for me. To him I owe my present success."

Here's a letter from the president of a large publishing concern — I quote: "My high school English teacher flunked me in English because she claimed that my work was not original. No doubt she was justified because my mind did not run true to the usual form with which she was familiar, but the experience made me bitter and to this very day I have a distinct dislike for English teachers. It is my opinion that many boys and girls who have not grown beyond the moron stage are really geniuses in embryo and would have so developed if the teacher had had any conception of true education principles.

"Personally, I flunked nearly everything in high school, but by some good chance was sent to the University as a last hope. It was my salvation, for there I found real educators. Before I left I was taking postgraduate work in education and acting as an instructor in the University Model School."

In Iowa State College it has been recently demonstrated that under some teachers of mathematics the average grades of students steadily deteriorated, while under others the students were inspired to elect advanced work in the mathematical field.

"Contented" cows give more milk because of proper handling. Why not make it an aim in teaching to get contented young humans in the classroom?

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A Trip Through Egypt

By L. H. PUTNEY*

(Part Seven)

But by far the most impressive of all the temples at Karnak is that of *Amen-Ra,* the local god of Thebes, with its Great Hypostyle Hall, which has an area of over 50,000 square feet, being, it is claimed, the largest hall of any temple in the world. Originally it had a roof which was supported by 134 columns arranged in sixteen rows. Those in the two centre rows have capitals in the form of lotus flowers. They are sixty-nine feet tall and thirty-three feet around. The other columns with their papyrus-flower capitals are somewhat smaller. In this connection let me say that neither the lotus nor the papyrus is found in Egypt today, although in ancient times both must have been common, for the one was the emblem of Lower Egypt; and the other, of Upper Egypt.

But I must stop trying to describe all the stupendous ruins at Thebes, and take you with me to the *Valley of the Tombs of the Kings* in the hills on the western side of the Nile some seven miles from Luxor. All told some sixty royal graves have been discovered here, but only seven of the tombs are usually visited, many of the others being considered unsafe. These seven tombs are now lighted by electricity so as to enable visitors to inspect satisfactorily the wall decorations. Although most of these are paintings in the soft tints of the East, some are reliefs and intaglios. The tomb that nearly everyone wishes to see first is that of *Tutankhamen,* in spite of the fact that it is by no means the most beautiful; indeed, were it not for the prominence given to its discovery in 1922, it probably would not be visited at all. This tomb lies directly under that of the Pharaohs Rameses V and VI, and to that fact, no doubt, it owes its escape from the grave robbery which took place in the early years of Arab domination.

The entrance is some twelve feet below the roadway. After passing through the iron gate which is open to the public three mornings in the week, one climbs down sixteen steps to an entry that is about twenty-five feet long and a little less than six wide. This leads to the main chamber, which was separated from the burial crypt by a sealed doorway. Where that stood there is now a fence from behind which you are permitted to look down upon the sandstone sarcophagus a few feet below. The cover of the sarcophagus has been removed so as to expose to view the outermost of the three caskets, within which still rests the mummy. The upper part of the casket is covered with sheet gold and the remainder with gilt. Over at one side of the crypt is the nest of four gilded wooden canopies or "shrines" that originally covered the sarcophagus. Except for these articles all five rooms, comprising the tomb, are practically empty. Unlike most of the other tombs, the wall decorations are quite limited, being confined exclusively to the crypt. As you gaze around and remember the large gallery in the museum at Cairo which is devoted exclusively to the Tutankhamen collection, you cannot refrain from marveling that so many articles could have been stored away here. It is impossible for me to take space to describe them, for there are over nine hundred listed in the official catalogue, but let me say that they include furniture, chariots, weapons, vases and ornaments, food, clothing, and jewelry galore, and that nearly everything is in a good state of preservation in spite of the fact that 3,300 years have rolled by since this youthful Pharaoh was laid away in the midst of so much luxury.

Any story about Egypt which failed to mention the great dam at Assouan would be incomplete. Prior to the construction of this dam agriculture throughout the country depended solely on the overflow of the Nile, consequently the rise of that river was measured carefully with the aid of measuring sticks called nilometers. There was one on Elephantine Island in Upper Egypt, and another on Rhoda Island near Cairo. A rise of only twenty-one feet at Assouan meant famine in much of Upper Egypt, whilst one of twenty-eight feet or more indicated devastating floods throughout the valley, something like those which occur now and then in the lowlands of the Mississippi. On the other hand, a rise of from twenty-five to twenty-six and a half feet assured prosperity for all Egypt. In order to control the flooding and to prevent such costly extremes, in 1898 the British began the construction of the Assouan Dam, which is situated just above the First Cataract. At present it is nearly a mile and a quarter long and 113 feet high, but work is underway designed to increase the height by thirty feet.

Although the volume of water impounded behind this dam is exceeded greatly at the Elephant Butte and three other of our western dams, its construction was a much greater engineering feat. Unlike them, the Assouan Dam does not supply water directly for any irrigation project. For that purpose there are three smaller barrages farther down the river, the most important being the one at Assiout, which irrigates the Fayyum district, and that at the head of the Delta.

(To Be Continued)

*Foreign Representative, Little, Brown & Co

They Say

H. G. WELLS:—

"No conqueror can make the multitude different from what it is; no statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind."

BASIL RICHARDSON, judge, Circuit Court, State of Kentucky:—

"The tendency of the modern parents is to hurry the children forward to a point in life where they cannot find the pleasures of youth, except according to their own immature desires."

DR. ARTHUR EUGENE BESTOR, president of the Chautauqua Institution:—

"We live in a generation of expanding horizons, in a time of rapid movement, in a nation of widespread prosperity and leisure and in a world ever more closely bound together. An old Chinese proverb indicates that 'There is no use of a thousand league horse unless you have a thousand league man to ride him.' Our task is not to create more thousand league horses but to produce leaders for the increasing number of institutions and powers which our mastery of the physical forces of the world have given us."

THOMAS A. EDISON:—

"The capacity of the human brain is tremendous, but people put it to no use. They live sedentary mental lives."

HERBERT HOOVER:—

"The mob functions only in a world of emotion."

DR. GARRY C. MYERS, Western Reserve University, Cleveland:—

"A kind of indoor sport, for parents as well as for teachers, is in cornering a child when his guilt has already been objectively established and forcing him to make confession. Suppose you know a school child has committed some offence and you proceed to make him 'fess up.' If you work long enough you doubtless will succeed. And when you do how pleased you are of your achievement! But what have you done to be so proud of? What good have you accomplished? You have played the part of a big bully."

MATTHEW ARNOLD:—

"Conduct is three-fourths of life."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Tulips Ahead!

Saturday I planted one hundred and fifty tulip bulbs along the new stone fence that marks the boundary of my lot. I spaded up the earth, dug a trench, placed sand in the bottom, set each bulb carefully in place, and then filled in the trench with leaf mold, finally covering the whole with a matting of oak leaves. All through the winter, no matter how much snow covers the ground, I shall know that out there under the lee of the fence one hundred and fifty living creatures are sleeping and waiting for the first call of spring.

Some day, not so very far from now, slender little fingers of green will poke up from the bulbs hidden below, then leaves will unfold and spear points of buds will come, and finally the thing I am waiting for shall happen—one hundred and fifty georgeous tulips will flame into life like a cool fire running the length of the stone fence. Here, I know, is a case where I can plant with a certainty of a harvest according to my desire. As I planted the firm, beautiful bulbs I wondered whether the very act was not symbolic of great and better things. I think everything we do is a planting of bulbs; every word we say, every act of our hands, every thought that goes through our mind, is a preparation for a future growth of some sort or other. If the results of such planting were always beautiful, as in the case of tulip bulbs, all would be well in the world, but unfortunately such is not the case. Everything grows and blossoms according to its inner powers; tulips from tulip bulbs, and apple trees from apple seeds, good from good, and bad from bad, is the universal law of life that works itself out wherever planting has taken place.

This truth has a great meaning for the growing girl and boy, because the blossom time of youthful planting is not in youth, but in a later summer that may be many years away. The young person who has planted seeds of honesty and love and cheerfulness in youth can only reap honesty and cheerfulness and love later on, while that unfortunate person in whose spiritual garden have been planted the seeds of discord and unhappiness will live to see discord and unhappiness raising evil-smelling blossoms to the sun. Tulips ahead, yes, and goodness and joy and success ahead, for every girl and boy who now, right at this moment, is planting the proper kinds of seeds.

One Job for Two

Mr. Pitkin was in a hard fix. Business had slowed down so much that he felt he must discharge one of his two clerks. He liked both; both worked early and late; both worked hard; both were always on time; both were honest and capable; both dressed neatly, and both treated the customers with fairness and courtesy. An idea came to Mr. Pitkin in the middle of the night. He got right up, and wrote it down. The next morning he said to Joe: "Son, I want you to take a day

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off. Get into that old car of yours and go out into the country."

When Ed came in, he said the same thing, then he chuckled as he rubbed his hands together. For an hour afterwards he was busy stamping cards. On one card he stamped the name of Joe, and on the other, Ed, and under each name the simple word, "Why?"

Mrs. Jennison was the first customer to arrive.

"I have to fire one of my clerks," said Mr. Pitkin. "Here are two cards. Drop the name of the clerk you want me to keep through the slot in that nail keg."

That night Mr. Pitkin stayed up very late. He was writing down the wishes of his customers on a long sheet of wrapping paper.

"Well, well," he said at last. "Joe gets three hundred and seventy-two votes, while Ed gets only forty-five."

"How do you account for it?" asked his wife.

"It's accounted for right in these answers to question 'Why?'" said Mr. Pitkin. "Let me read you several of the reasons given."

"Joe smiles when he sees me coming in."

"Joe always asks about little Henry, my crippled son."

"Joe has a good word for everyone."

"Joe is never too busy to smile."

"I like the way Joe gives me back my change."

"Joe's voice is gentler than Ed's."

"Never saw Joe excited."

"Joe can keep ten people happy while he waits on one."

"We know Joe likes us."

"Joe knows me on the street."

"Joe sent my little Nellie a stick of candy when she was sick."

"Joe carried my bundles clear home one day when the sidewalks were slippery."

"It does beat all," said Mrs. Pitkin. "Now, Ed is a good fellow, too, but come to think of it, he seldom smiles, seems too busy to smile, and yet I never knew him to be cross with anybody."

A Happy Accident

When Mrs. Hilleyard slipped and fell on the icy sidewalk Viola was the first to reach her. Mrs. Hilleyard was so heavy that Viola could not lift her up, so she arranged her own shawl under the old lady's head, and ran off as fast as she could for help. When Mrs. Porter and Mr. Stevens answered her calls she led them on swift feet to where the old lady lay.

"My dear," said Mrs. Hilleyard an hour later, "I am all alone in this big house except for my servants. I wish you would come to see me once in a while."

"Indeed, I shall," said Viola. "My mamma will come, too, and maybe John, my brother, will come. John is very helpful, Mrs. Hilleyard. He cuts all the wood and carries it in, and takes out the ashes and does a thousand things to help mother."

"And your father?" asked Mrs. Hilleyard.

Viola brushed her hand over her eyes. A tear fell on the bosom of her blue dress. "Father," she said softly, "went away a year ago. A big truck ran over him."

"I'm so sorry," said Mrs. Hilleyard. "I'm so sorry.'

"And your mother—did your father leave her enough to care for you children?"

"Oh, we're all right," cried Viola. "Mother makes dresses, and I pick berries in the spring, and work in the orchards all summer, and John carries papers and does lots of things. John is such a good boy, Mrs. Hilleyard."

A month later Mrs. Hilleyard could sit up. It was a bright spring day. Viola's mother and she sat on the sunny porch, each with a bit of sewing in her lap.

"And Viola must go to school," said Mrs. Hilleyard, "and John to college. Not a word, my dear, not a word. I have more money than I can ever spend in the ten or twelve years I have to live, and I want to do these things for you and yours."

"But I can't permit it," said Viola's mother earnestly.

"You would permit it, my dear, if you knew it would give me a great joy and a real interest in living, wouldn't you?"

Viola's mother tried to answer, but could not, because of the big lump in her throat.

Ethel Surprises Everyone

Ethel's mother had been taken suddenly ill. Mr. Bronson had hurried home from work, and old Dr. Blaine had come and gone, and now the house was deathly still, with only the kitchen clock ticking off the moments like a little man with a wooden leg climbing, always climbing, up a flight of stairs. In the silence Ethel heard her mother's voice. She tiptoed across the wooden floor, and leaned against the shut door. She was not eavesdropping—she was just listening with a sad heart for the sound of her mother's voice.

"Why can't Ethel take hold and carry things on," asked Mr. Bronson. "It'll be days before you are around, and I don't know where in the world I'll find a housekeeper."

"Ethel is big enough and strong enough," said Mrs. Bronson, feebly. "She knows enough, too, but—"

"But what?" cried Mr. Bronson.

"Well, she's so heedless, so heedless. Oh, dear, if I could only depend on her now, but John, dear, I know she'd forget to watch Fred, and she'd let the fire go out, and most likely she'd break half the dishes before I got well."

"We've raised a fine daughter, haven't we," growled Mr. Bronson. "Well, it's time she learned a few lessons in housekeeping. I'm going to put her on trial for a day. I'll talk to her first, of course, then if she fails there will be a reckoning."

When Mr. Bronson came into the kitchen he found Ethel with her head down on the table, weeping as though her heart would break. "Don't talk to me!" she cried. "I heard everything. You think I'm no good, but I am. I am some good. You'll see. I won't break a dish, and I'll do everything so's you'll be proud of me."

Edward Gets a Lesson

Edward had been warned not to hop on trucks. His mother had had a long talk with him. His teacher had read accounts of legs lost and arms crushed by such actions. A billboard on the way home showed a frightful accident in which a boy was being crushed by a van, and yet, in spite of all, Edward's favorite amusement was to run alongside and then hop onto the rear of a rapidly moving truck. For a year Edward met no mishap, then one day he lost his hold and fell, breaking his nose on the rough cobbles. Before his nose had healed he was back at his old fun. Within a week he had run a steel splinter from an end gate into his palm. Blood poison set in, and he had to visit the hospital every day for another week. Every time the surgeon opened the wound with his keen knife Edward cried out in pain. Scarce a month passed, however, when Edward was hopping trucks again. One day, as he leaped off, his sweater caught on a hook that dangled underneath. In an instant Edward was jerked off his feet and pulled rapidly, face-downward, over the rough cobbles that paved the street. A cry went up from the passersby, but the truck driver could not hear a thing over the roar of his machine. Just then a motorcycle policeman whirled by. In an instant he had turned, and with a burst of speed overtook the truck. The poor driver stopped his machine and helped the officer release Edward. Strange to relate, Edward was not hurt at all, but he was very pale. "Honest, Mr. Officer," he said, "this time I have learned my lesson. No more truck-hopping for me."

The BOOK TABLE

TIMOTHY CRUNCHIT, THE CALICO BUNNY. By Martha Jane Ball. Illustrated by Cayo Woodring. Cloth. Chicago, New York, San Francisco: Laidlaw Brothers.

If a reward of $5,000 were offered for the best book on education in 1930 the award should go to Martha Jane Ball, author of a supplementary school reader for grades three and four. There has been nothing comparable to this in recent times.

The plot is worthy of Sinclair Lewis. A weak traditional schoolma'am is brilliantly transformed into a charming modern teacher. An old-fashioned, gossipy, mischief-making sewing circle is reborn into a lovely, inspirational parent-teacher association. The influence of a grouchy, tax-dodging educational fundamentalist philosopher is overwhelmed by an heroic group of scientific Rotarians. Through it all sleepy boys were wide awake, stupid boys were prize-winners, all boys were successful manly Scouts.

Everything in education is brought up-to-the-minute so vividly that school boys and girls of seven to nine years of age achieve the best things in the best way.

All this results from a brilliant analysis of the dispositions of rabbits, crows, bears, cows and other animals, wild and domestic.

Martha Jane Ball's "Timothy Crunchit, the Calico Bunny," is one of the best "Supplementary Readers" that has been published, and it is one of the first that has risen above the primary grades, and stopped before the Junior High School.

"Timothy Crunchit, the Calico Bunny," is one of the great books of the year 1930, great in education, in civic and social life, and is as attractive as any book that has no other purpose than to be attractive to boys and girls.

This book fixes the children's thoughts on the school and the teacher, and upon fathers and mothers and the community.

OUR UNITED STATES. A History of the Nation. By James Albert Woodburn, Indiana University; Thomas Francis Moran, Purdue University; Howard Copeland Hill, University of Chicago. Cloth. 813 pages. Profusely illustrated. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

This is an heroic attempt to produce a school history of the United States that will educate the students to know what this government is, why it is what it is, and how it has become the world power.

This is an entirely different proposition than the production of a well-written history with "notes" and a "Bibliography" that refers to books the author has never seen, that teachers never will read, that the students can never have access to.

Of course no student will try to give attention to more than two or three of the "Projects, Enterprises and Questions" of each chapter, or do more than two or three of the "things to do," or read more than two or three of the "Readings in Class Library."

There are sure to be some "Projects, Enterprises and Questions" in which he will be interested, and to which he will give attention.

There will be "Things that Every Student Will Do," and there will be "Readings in Class Library" from which every student will have his thinking enriched.

There is nothing so important in school education as the wise selection of "Projects," "Things to Do," "Books to Consult," by the students themselves.

It is worth infinitely more to a student to choose three out of twelve "Things to Do" than to do five things that he is told to do.

Every student who independently learns what he thinks it is important that he should know, who does what he thinks it is worth his while to do, and consults the book that he has come to know it is worth his while to know, will make a wonderful use of "Our United States," will love his country, be devoted to its interests, and be intensely loyal to it.

It is a wholly new conception of a successful study of the United States as a Nation.

THOMPSON'S BUSINESS ARITHMETIC. By Clyde O. Thompson, Mount Vernon, N. Y., High School. Cloth. 442 pages (6 by 9). New York: Prentice Hall, Inc.

The schools of few American cities have attained as high reputation for important creations in education as have those of Mount Vernon, N. Y. Under the direction of the present superintendent the teachers have demonstrated rare professional personality, and have produced masterful textbooks, always magnifying the adaptation of principles and methods to the permanent advantage of the learner.

All this is especially true of "Thompson's Business Arithmetic." Methods are the creation of principles, and principles vitalize methods.

LIFE IN COLLEGE. By Christian Gauss, Dean of the College, Princeton University. Cloth. 272 pages. New York: Charles Scribner's Sons.

No one has approached the college life of today as favorably, as helpfully and as hopefully as has the Dean of the College of Princeton. There is little hope that it will be adequately read by those who need it.

All that can be hoped for for the hopeless is that in some mysterious way an atmosphere will be created that will help create helpfulness.

We once went with a friend through a forest preserve, when my friend said: "This is the year for the seventeen-year locust," and we got out, and he spied holes in the ground, and said: "One of them is in there." Later in the season, when the forest trees were ravaged by these locusts, I was faithless regarding the possibility of any future for that preserve.

He assured me that he had lived through the season seventeen years before, and he knew that the next year all would be well, and he took me there the next year and since then. While I should dread the "seventeenth year" I shall always have faith that the "next year" will be all right.

I know that Dean Gauss has lived through many a crisis, and this notable record of the "Life in College" of thousands of boys is as reliable as my friend's knowledge that those peculiar holes in the forest had "seventeen-year locusts."

Dean Gauss also has faith that is as reliable as any knowledge can be, that "Life in College" will always make a better, brighter world because of college boys.

Parents of college boys of tomorrow need this book more than college boys of today.

Books Received

"Junior Literature, Ninth Year." By Walter L. Hervey, Ph. D.—"Our United States." By Woodburn, Moran, and Hill. New York City: Longmans, Green and Company.

"The Story of the American Colonies." By Henry Smith Chapman.—"Stories of Our European Forefathers." Boston, Mass.: Houghton Mifflin Company.

"Blacky Daw." By Adelaide Palmer. Chicago, Ill.: Beckley-Cardy Company.

"Human Children." By Paul Eipper. New York City: The Viking Press.

"A Problem-Outline in Principles and Techniques of Educational Measurement." By Maxwell G. Park. New York City: The Century Company.

EDUCATION IN ACTION

The Training of Minds Is Education's Aim

Lafayette College Head Tells New Jersey Teachers That True Education Means the Useful Development of Student's Thinking

The function of the present educational system is not primarily to teach the student the tricks of a trade, but to develop his thinking powers so that he can face life and find the answers to unsolved problems in business, industry and in politics, declared Dr. William W. Lewis, of Easton, Pa., president of Lafayette College, in addressing the New Jersey State Teachers' Association at Atlantic City.

"We are hearing much criticism of the aimlessness of our present-day students in school and college," he said. "Much of this criticism comes from teachers and educational executives who blissfully are ignorant of the cause of this weakness. Ask them to define the purpose of their institution, and you will be regaled either with meaningless generalities or with parrot-like repetition.

"They confuse training with education, the accumulation of facts with that development of wisdom which makes the abundant life. The majority of men in middle life are not doing the work they expected to during their school days.

"To develop the student's mind properly such development should be carried only to the extent of the individual's ability. Otherwise mediocrity results. Most of our social, political and business troubles can be traced to mediocre leadership.

"The greatest difference between the truly educated and the uneducated person is that the former has within himself sources which fill his leisure with things that are delightful and beneficial, and the latter must pay some one to amuse him or be unutterably bored."

Dr. Payson Smith, Commissioner of Education of Massachusetts, spoke in defence of modern youth. He severely arraigned educators, who he said believed their mission in educating youth was to instill fear instead of courage.

"The business of the adult," he stated, "particularly the educator, is to cultivate courage in our youth. Youth wants to go somewhere, and that path should be pointed to him through causing him to realize the advantages it will offer, not by reminding him of the brimstone in store for him if he selects another."

Education, Dr. Smith asserted, should emphasize respect for the past, sounder scholarship, more thorough instruction in fundamental subjects and harder pedagogy.

Military Course Protested in Iowa

A public hearing on protests against compulstory military training in Iowa's State educational institutions was held recently by the State Board of Education, according to an announcement by W. H. Gemmil, secretary of the board. A "committee against militarism in education" has filed a petition asking that military training be made optional with the student, and scores of speakers were scheduled to appear in behalf of the petition.

American School Dedicated in Albania

The Albanian and American flags were raised together at Durazzo, Albania, in the dedication of the first American agricultural school built in the Near East since the World War. King Zog officiated at the ceremony. The building is the first $50,000 unit of two American schools, one for boys and another for girls. One-third of the cost was contributed by the Albanian nation, and the remainder by two American committees working jointly—the Near East foundation and a group headed by Dr. Harold Marshall, of Boston.

Arlington Head Resigns Office

Superintendent Chester A. Moody, of the Arlington (Mass.) public schools, has tendered his resignation to take effect at the end of the present school year. The school committee has voted to accept. Mr. Moody, who has been superintendent in Arlington for nearly nine years, plans to enter private business.

Students Will Hear World Statesmen

Famous statesmen of Europe and Asia are to speak to American college students through a series of one-reel talking pictures in 1931, if the plans of the National Student Federation of America mature. Negotiations are already under way to make the first of such pictures of Aristide Briand as part of a scheme to promote an intelligent student interest and opinion on world affairs. Well-developed speeches, ten to twenty minutes in length, on subjects of permanent international concern, are proposed. Scenes illustrating the speech material may be played into the pictures during the address, and other variations used to sustain interest.

E. S. Harkness Gives Columbia $600,000

A gift of $600,000 from Edward S. Harkness to increase the endowment of the Department of Surgery of Columbia University, and to enable the trustees to place the department "upon a full university basis," has been announced by Dr. Nicholas Murray Butler, president of the university. The new gift follows one of $500,000 from Mr. Harkness, announced on October 9, and which in turn supplemented a gift in 1929 of $2,000,000 for a residence hall at the Medical Centre. Mr. Harkness is the donor also of the $4,000,000 site for the Medical Centre. Within the last few years Mr. Harkness has also given a fund which may reach $15,000,000 to Yale University, to permit the completion of the quadrangle system of dormitories; $12,000,000 to Harvard, for its new unit housing system; $10,000,000 to the Pilgrim Fund "for the benefit of Britain," and gifts of $1,000,000 each to the Western Reserve Medical Centre, the Near East Relief and the New York Public Library.

Beauty Culture Class Forbidden

Public schools in the State of Washington cannot establish courses in beauty culture under authority of the Vocational Education Act, as it is a profession rather than an ordinary trade, according to an opinion by Assistant Attorney General Lester T. Parker. The opinion was given to the director of licenses, Charles R. Maybury, who inquired whether the Seattle Public School Board would be required to obtain a beauty culture owner's license.

Uruguay Amends History Texts

Uruguay is taking no chances of offending her Latin-American neighbors. The government wants the people to be on increasingly friendly and neighborly terms with all other sister republics, and has instructed the national council of primary education to wade through Uruguay's historical

textbooks and eliminate all expressions calculated to wound the patriotic sensibilities of her immediate neighbors. A commission, therefore, has been set up to examine history texts used in the public schools of Uruguay, preparatory to revising them. Members of this commission have been instructed to respect historic truths, but to ruthlessly cut out all expressions and comments calculated to offend the dignity of the countries under discussion. Uruguay's action has been placed before the governments of Brazil, Argentina and Paraguay, with a suggestion it be followed by those countries. The suggestion also urges all institutions of primary, secondary, normal and professional education to place special emphasis upon the teaching of cordiality and good-will towards other nations, holding that such educational activity is indispensable to world peace and security. In Argentina the proposal has already been acted upon favorably at the International Historical Congress, and both in Brazil and Paraguay it has met with wide support in the press and in educational and other circles.

Stress School Need Of the New South

Ways and means by which education may overcome obstacles of a changing economic order were suggested at the University of North Carolina's annual Southern Conference on Education, at Chapel Hill, N. C. "We are concerned today, not with economics in education, but with education in economics," said Dr. F. P. Gaines, of Washington and Lee University, who presided. "There is today a greater threat against the South's sustained development than at any time since the New South ceased to be a mere phrase of hope." Dr. John W. Abercrombie, vice-president of the National Education Association, and assistant superintendent of Alabama, defined the South's educational status as rating the lowest of any section of the country in per capita expenditures for education. "In view of the conditions mentioned," he said, "it must be apparent to all except the very obtuse, the selfishly influenced, and the wilfully blind, that, notwithstanding the advances made, the South's educational needs still are numerous, great and pressing; that they call for prompt and serious consideration; that the call is loud, clear and imperative. "What are those needs? All of them may be summed up in one phrase, namely, the equalization of educational opportunities."

Civic Classes Study State Budget

Expenditures for public education in New Jersey during the current school year will aggregate $105,000,000, according to an announcement by Governor Morgan F. Larson. Of that amount, he said, the state has contributed approximately $20,000,000 to the school districts, the balance being raised by local taxation. The figures, continued the governor, are among much other information of interest to be found in the annual supplement to the budget for the coming year, which will soon be ready for distribution. A thorough study of the supplement was urged by the governor as a means of the taxpayers informing themselves of the many and varied activities of the State government. Much of the unrest and criticism relating to public expenditures is undoubtedly due, asserted the executive, to a lack of appreciation of the scope and cost of the many functions of government. For that reason, he declared, the announcement that the pupils in civic classes of a number of the public schools, particularly in Trenton, will use the supplement as a textbook is most gratifying.

"Dead" Teacher Upsets Memorial Plans

Memorial exercises at the Milan (Tenn.) high school in memory of Mrs. John Loving and three others listed as "the honored dead of the class of 1899," did not take place as originally planned. Mrs. Loving was there in person. She learned that the memorial service was planned, and that her name was among those to whose memory tribute would be paid. She made arrangements forthwith to be relieved for a day of her duties as a teacher in the Memphis schools in order to attend the service.

"Lazy Men Clutter University Chairs"

College and university chairs are cluttered up today with well-intentioned, commonplace, lazy men who burn with the slow fire of a stick of punk, Dr. Edward H. Reisner, professor of education at Teachers College, Columbia University, reecently declared. Present schools and universities are not turning out men and women equipped to meet the current and future needs of society, he stated, adding that the fault lay largely in the poor quality of teachers. Only the highest type of individual is fit to teach, Dr. Reisner asserted, and until a good teacher received pay and esteem comparable to that of business heads, education would remain ineffective. "In a position to exert leverage on the human race, the best that can be said of many teachers is that they are estimable women," Professor Reisner said. "They have no conception of any human purpose in their ministrations, except that of teaching exercises. They cannot contribute the vision or sympathy required, because they do not have that vision and sympathy themselves."

Pigs of Pedigree Coming to College

A collection of 350 guinea pigs, reared by Lister Institute, Elstree, Eng., are being shipped from England to Toronto University. The pigs are of irreproachable ancestry. As befits their important station in life the express company has made arrangements for them to travel in the height of luxury. Upon the ship's butcher falls the responsibility of administering them their scientific ration of an ounce of cabbage leaves per pig per day, with selected bran for roughage. They will be used in experimental work.

New York Bars School Hour Marriages

Dr. William J. O'Shea, superintendent of schools, New York City, announced recently to district superintendents and principals that teachers who absent themselves to be married are guilty of neglect of duty. "Absence from school by a teacher for the

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purpose of marriage or a honeymoon trip," Dr. O'Shea said, "is inexcusable, and is regarded by the superintendent of schools and the Board of Superintendents as neglect of duty." This does not mean that teachers must be old maids to remain in the city's employ, Dr. O'Shea explained, but merely that they must regard marriage more in the light of vacation activity than work. "If the teachers want to get married, they may do so during the holidays," he said. "They work only 190 days in the year. That leaves them 175 days at their disposal, in which to be married and take a wedding trip, too." Applications for leave to be married would not be classed the same as sick leave, Dr. O'Shea said. "They may be love sick, but we assume that their health is good, and we feel that they should not be away from their classrooms because of their own personal arrangements."

Australians Protest American Textbooks

An American history textbook, adopted as a standard school book in the state of Victoria, Australia, has become the centre of a controversy. The Australian Natives' Association, a national organization of Australian-born citizens, has protested against the book, describing it as biased, untrue, and insulting. State Minister for Education Lemmon is threatened with opposition at the next elections if he does not withdraw it. In particular, the Australian Natives' Association says the following two statements are a falsification of the truth and an insult to British and Australian troops: "The British collected a motley army, composed chiefly of colonial troops, and landed it on the tip of Gallipoli peninsula close to the Dardanelles." "The United States was the only great power that fought in the war without demanding or even desiring territorial gains for herself. She should be credited with a loftiness of purpose and unselfishness that could hardly be matched in all history."

Too Much War In History Books

"The manufacture of provocative and conflicting patriotisms" as reflected in the textbooks of elementary schools throughout the world was characterized as the chief factor in the "destruction of civilization," by Henry W. Lawrence, professor of history and political economy at the Connecticut College for Women, who addressed about 100 members of the Connecticut College Club of New York recently. Mr. Lawrence, who gave verbatim translations from school books in use now, or in the recent past, in this country and in Europe, held the elementary schools responsible for the nationalistic narrowness and popular war-mindedness which keeps humanity "permanently on the edge of the war abyss." The uncritical patriotism fostered by schoolbooks, Mr. Lawrence said, makes war perennially imminent.

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A new system of memory training was being taught in a village school, and the teacher was becoming enthusiastic.

"For instance," he said, "supposing you want to remember the name of a poet—Bobby Burns. Fix in your mind's eye a picture of a policeman in flames. See—Bobby Burns?"

"Yes, I see," said a bright pupil. "But how is anyone to know it does not represent Robert Browning?"—Punch.

A Reducing Miracle

"And how is your husband getting on with his reducing exercises, Mrs. Nuequids?"

"You'd be surprised—that battleship 'e 'ad tatooed on 'is chest is now only a rowboat."—Union Pacific Magazine.

The English of It

The Englishman—"That new gown you are wearing is certainly ripping, bah jove!"

The Girl—"Gracious, duke! Where?"

Mean Old Snik!

Sunday School Teacher — "Now, Nettie, what does it mean to bear false witness against one's neighbor?"

Nettie (aged seven)—"It's when nobody ain't doin' nothin' and somebody goes and tells it."—Congregationalist.

Fearless

Fiery General (to soldier who has volunteered for duty as his orderly)—"So you want to be my orderly. You are not afraid of me?"

Soldier—"No, sir."

Fiery General — "That's right, my son; and what is your profession in private?"

Soldier—"Lion-tamer, sir."

First and Last

Bill Johnson sleeps beneath this lid—
He always claimed he couldn't skid—
The fact remains he could—and did!

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"Those girls look exactly alike. Are they twins?"

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Meetings To Be Held

NOVEMBER

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City: Atlantic City, New Jersey.

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DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.

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